Lesson plans

English

Level 3

Term 4

Lesson plans

English

Level 3

Term 4

Level 3
Term 4 **Lesson Plan**
Week 1

Communication	**Reading**	**Writing**	**Assessment**
• Long and short vowel sound of 'e' (ee, ea)	• Text protection 'moving on'	• Starting Points Analogies. • Present and part. • Subjects and predicates.	None

Level: 3
Day:

Objective: The learners will be able to know how creatures protect themselves from danger, read and understand the text.

Activity: Reading.

Material: Board, Maker, Es. Eng

Procedure: Ask the following questions from students.

- Name some of the animals?
- What they eat?
- When you are in danger how you protect yourself?
- Do you know how these animals protect themselves?
- Write the topic on the board.
- Distribute the Ess. Eng page 50.

- Talk about the pictures and ask few questions about them.
- Reading in pairs.
- Discussion / moving on Ess. Eng page 51.

Follow up: Write the names of any animal and write how it protects itself.
(Free writing--------5 minutes)

Level 3 **Term 4** **Week 1** **Day 2**	**Lesson Plan**

Objective: The learners will be able to write complete sentences, understand the concept of analogies.

Activity: Written work.

Material: Board, marker, Ess. Eng, Class work copy.

Warm up Q/Ans: (Task 1)
Ask few questions from students about the previous text "protection"
Ess. Eng page 50 starting points.
Teacher will write the starting points on the board and will ask students to match the beginning with their endings. Then students will copy in class work copy.

Task 2:

Presentation: Teacher will write the following on the board days is to weeks, months is to ________.

Discussion: Es. Eng and do task 2 on the book first. Give the concept of analogies. Then in class work copies.

Follow up: Do task 2 page 51 analogies in homework copies.

Level: 3 Term: 4 Week: 1 Day: 3	lesson plan	Communication

1. **Objectives:** To enable them to identify the spellings of long and short vowel sound words (**ea**).

2. **Function:** Pronouncing the words properly.

3. **Activity:** Drill.

4. **Material:** Worksheet **(Ned's Red Guitars)**, chart, coloured pencils (red, grey).

---

5. **Procedure:**

a. **Words for choral drill.** (from the chart)
Explain the difference of sounds.

Short E sound

Bread Thread Health Deaf

Dead Death Head Read

Long E sound

Meat Seat Bead Read

Mean Bean Each East

(Prepare a chart for these words. Use two different colours for two sounds)

b. **Worksheet (Ned's red guitars)**

- Pronounce the words in guitars.
- Give a choral drill.
- Do as directed in the worksheet.

c. Write **Ned's words** and **Nate's words** in alphabetical order in your c/ work copy.

6. **Follow up:** "Copy the exercise –**c** in your H / work copy".

- **(Free writing ------- 5 Min.)**

Level: 3
Day:

1. **Objectives:** To enable them to identify the difference between present and past.

2. **Function:** Explaining the present and past.

3. **Activity:** Reading and writing

4. **Material:** Worksheet (**Past and Present**) Term=4 , W=1 , Day=4

---

7. **Procedure:**

a. Write the following at the board and explain with examples.

- Verbs written in the **present** tense tell us what is happening **now.**
- Verbs written in the **past** tell us what happened **sometime ago.**

b. Worksheet.

Task 1

Students read the story first themselves (silently).
Ask one or two students to read aloud.

c. Ask them if they find any difference between the two texts. Then explain that first is a story and story is always written in past (2nd form of verb).
Second task is a description which is always written in present.

d. Exercise 1.
Exercise 2.
Exercise 3.

Feedback follows each exercise.

6. Follow up.

Repeat exercise no.1 and 2 in H / Work copies.

(Writing practice page for free day)

Level 3 Term 4 Week 1 Day 5	**Lesson Plan**

Objective: The learners will be able to know that every sentence has a subject and predicates.

Activity: Written work

Material: Ess. Eng, Class work, board, marker, pencil.

Procedure: Write following on the board. And explain with some more examples.

- _________ eat grass and give us milk.
- Tell students the concept of subjects in a sentence.
- Now teacher will write the following sentence on the board.
- Cinderella_____. Ask the students to complete the sentence and give them the concept of predicate.

Ess. Eng page 60 Take 1, subjects of sentences will do Task 1 in the book only and will do task 2 in class work copies.

Follow up: Do task 1 page 60 in homework copies.

Level 3 Term 4 Week 2	Lesson Plan

Communication	Reading	Writing	Assessment
None	• Structure exercises. • Text 'cows'	• Prepositions. • Describing words (opposites)	Yes

Level: 3
Day:

1. **Objectives:** To enable them to practise the structure exercises.

2. **Skill:** Structure Practice.

3. **Topic:** Study skill, Verb, Sentence structure.

4. **Material:** Worksheet **(Structure Exercises)** Term=4, Week=2, Day=1

---

5. **Procedure:**

a. Worksheet:

Explain the concept of each structure one by one before asking them to do the particular target.

Give one or two examples on the board.

Task – 1: **Study skill:**

Task – 2: **Selection of verb.**

e.g. I ________ chocolates. (Wash, eat, cook)
He ________ up the tree. (Ran, walk, climbed)

Explain why we require some particular word to make a sensible sentence.

Task – 3: **Use of has or have.**

e.g. The girls ________ to fees.
The girl ________ a doll.

Explain that the verb always matches with its subject. If the subject is singular with the exception of I, the verb always takes its singular form.

Task – 4: **Sentence Making:**

- e.g. Put shelf, dolls I the in.

Explain the role of a subject and the place of a verb in a sentence.

Peer checking and feed back follows each Task.

6. **Follow up:**

Repeat Task – 4.

Level: 3
Day :

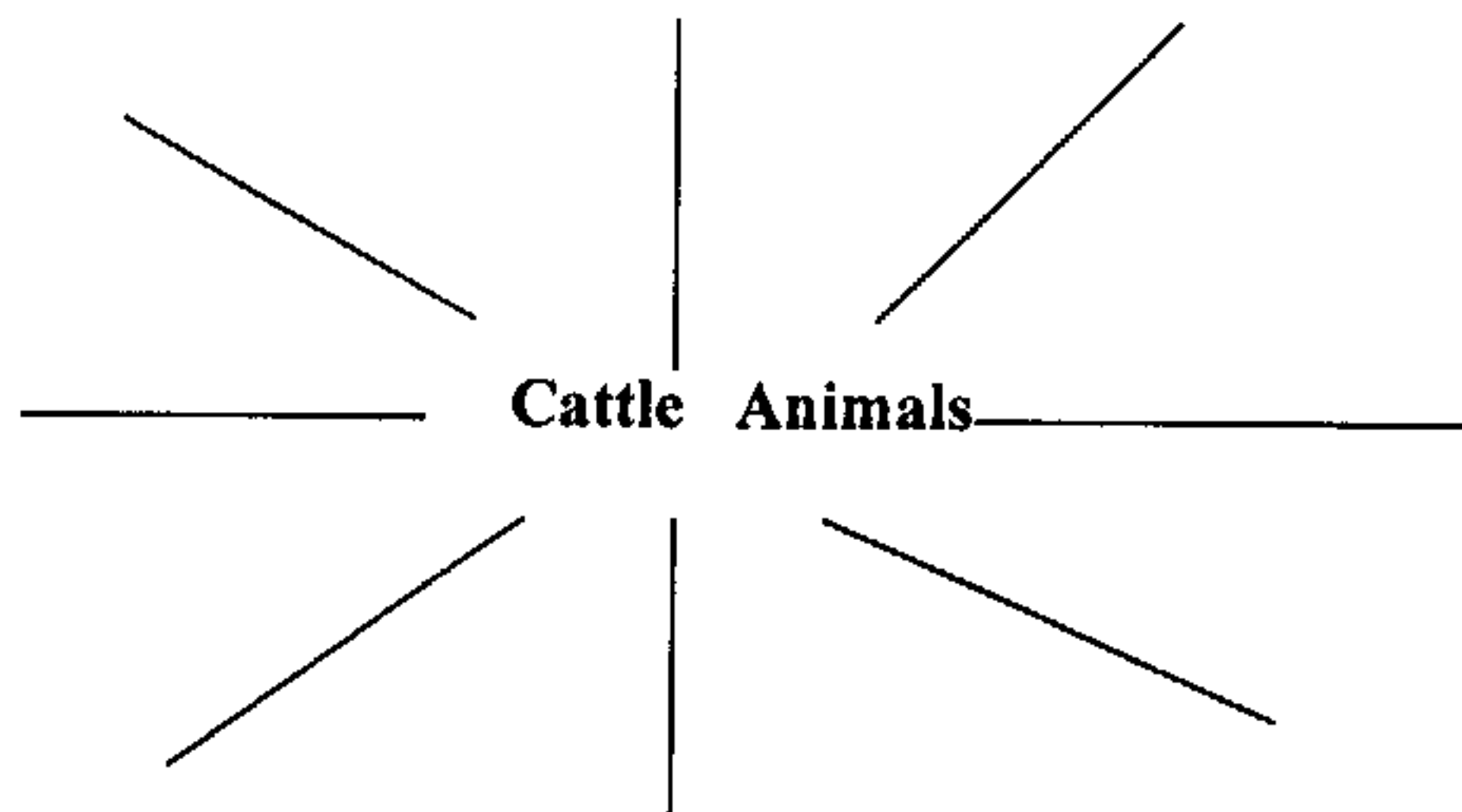
1. **Objectives:** a. To read and understand
b. To develop vocabulary

2. **Skill:** Reading Comprehension.

3. **Topic:** Cows

4. **Material:** Text Page, Worksheet (Cows) Take from w. sheet/

5. **Procedure:** Term=4 , Week=2 Day=2

a. **Warm up**:
Ask if they know the names of cattle animal. Make a web on the board and write the names of animals around.

b. Announce the topic and write it on the board. Distribute Text pages.
Task 1: (Fast Reading)
Task 2:
Task 3:

6. **Follow up**
Write the names of cattle animals.

Level 3 Term 4 Week 2 Day 3	**Lesson Plan**

Objective: The learners will be able to understand the use of prepositions. Understand that when we compare things we often use similes.

Activity: written work

Material: Board, marker, Ess. Eng, class work copy.

Procedure: Write the following prepositions on the board from, on, into, off, over.
Explain the concept of each preposition by drawing some figures or by explaining and doing practically.
Ess. Eng page 59 task 1 preposition. Distribute the Ess. Eng and ask students to do prepositions in book only.

Task 2: Similes
Explain the concept of simile
What some e-g on the board.

Written work: Teacher will write task 2 on the board and students will copy in class work copy.

Follow up: Do task 1 preposition in Homework copy.

vel: 3
y:

1. **Objectives:** To enable them to focus on opposites.

2. **Function:** Using describing words.

3. **Activity:** Sentence writing for description.

4. **Material:** Worksheet (**just the Opposite!**). Team = 4, W = 2, D = 4

---

5. **Procedure:**

   a. Write the following on the board.

   "Most adjectives have opposites".
   big / little, good / bad, young / old.

b. Worksheet.
Ask some questions about the picture.
Read out the poem written under the table. Ask them to read and re-read aloud.

Task1. Pair work.
Task2. Pair work.
Task3. Pair work.

Peer checking and Feed back.

6. Follow up.
Repeat Task 3.

- **Free writing ------------5 minutes**

- **(Writing practice page for free day)**

Level 3 Term 4 Week 3	Lesson Plan

Communication	Reading	Writing	Assessment
• Rewriting a story (The bell has rung) • Story listening "Life on a farm"	None	• Note writing (letter writing) • Describe on animal. • Mixed up sentences silly animals sentences.	None

Level: 3

Day:

1. **Objectives:** To enable them to pronounce the ending sound **ung** .

2. **Function:** Practising pronunciation.

3. **Activity:** Rewriting a story.

4. **Material:** Worksheet (**The Bell Has Rung**). Term=4, W=3, D=1

---

5. **Procedure:**

a. **Words for choral drill.**

Rung	**Stung**	**Swung**	**Flung**
Wrung	**Clung**	**Sung**	**Hung**

b. **Worksheet**

- **Task 1.** Ask them to fill in the blanks, taking the words from the word box.
- **Task 2.** Ask them to read the story aloud.
  (More than three times).
- **Task 3.** Divide the class in groups of three and ask them to make the story longer by writing at least three sentences about what the boy did at home.
  Feed back and peer checking follows each task.

6. **Follow up.**

Copy the story in your H / work copy.

(Free writing --------- 5 Min).

Level: 3

Day 1

1. **Objectives:** To enable them to write a letter of note to friends.

2. **Function:** Writing informally, expressing inability.

3. **Activity:** Note writing (letter writing).

4. **Material:** Worksheet. (**Note writing**) C / Work copy. T = 4, W = 3, D = 2

---

5. **Procedure:**

a. Explain them a difference between letter and a note.
   - Letter—formal / informal, with proper and complete detail.
   - Note --- a simple and small message given to others in an informal way of writing.

b. Worksheet
   - Explain the example letter given on the worksheet.

Task 1.
   - Reading of the sample letter ----- (many times) by the students, one by one.

Task 2. (Pair work).
   - Ask them to write a note to their friends by choosing one of the given cues from the box.
   - Write the following on the board.
     Be careful in
     - Using capital letter, comma, question mark and apostrophy comma.
     - Marking date (only day and month).

c. Peer checking.
When they finish their writing, they will exchange their writing page to check each others work.

Tell them to use ⬭ as a symbol for marking mistakes of their partners.

d. Re--drafting. (c / work copy).
Tell them to rewrite the letter in their **c / work copy** and remove the mistakes.
They can ask from their partners or their teacher as well.

6. **Follow up.** Repeat task ---d.

(Writing practice page for free day)

Level: 3	Lesson plan	
Term: 4		Writing
Week: 3		
Day: 3		

1. **Objectives:** To enable them to write in a logical way.

2. **Function:** Describing an animal.

3. **Activity:** Paragraph writing.

4. **Material:** Worksheet **(The Bears) C / Work copy.**

---

5. Procedure:

a. Talk about Teddy bear and then animal bear. You can show some pictures.

b. Worksheet.(oral work).
---- Ask them to read a model paragraph on Brown bear (silently).
---- Ask them to read aloud. (More than once).
---- Ask questions on the cues (points) given under each heading. Ask them to give responses in complete sentences. Help in producing sentences orally.

c. Group work.
Divide class in groups. Each group should have four numbers. The group will choose one heading on the bear and write a paragraph in C / work copy. Every member should have the same writing and follow the model paragraph.

d. Peer checking.
The groups will exchange copies after writing. The peers should make circles around the mistakes.

e. Re---- writing.
Each group will rewrite the paragraph in an improved way. They can take help from the teacher.

f. Feed back.
Each group will read out the paragraph to the class one by one.

g. If time allows, ask them to write another paragraph, choosing different animal.

6. Ess Eng Do p# 55 in book only.

Level: 3

Day :

1. **Objectives:** To listen and understand.

2. **Function:** Listening and responding.

3. **Activity:** Story listening.

4. **Material:** **Worksheet (Life on a Farm).** T = 4, W = 3, D = 4

---

5. **Procedure:**

a. Prepare your class for listening. Ask them to discuss with their partners on both sides to prepare a list of things which are very common in a country area (village area). Take feed back.

b. **1st listening**
Just read the text aloud and make them listen.

c. **2nd Listening (worksheet).**
Task 1. (Pair work).

d. **3rd Listening.**
Task 2. (Pair work).
Take feed back at the end of each task.

e. If time allows ask questions orally about the text of the story .ask their own opinions about the country life and city life.

6. **Follow up.**
"Write few lines about country life."

Level 3 **Term 4** **Week 3** **Day 5**	**Lesson Plan**

Objective: The learners will be able to know that a sentence always makes sense.

Activity: Written work

Material: Board, marker, Ess. Eng, class work copy.

Procedure: Teacher will write the following sentence on the board.
Name is. My Ayesha.
Now teacher will ask students to put the sentence in correct order.

Ess. Eng: page 54 task 1 (Mixed up sentences)
Teacher will write task 1 on the board and students will copy in class work copy.

Task 2: Teacher will now distribute the book and will do with the students task 2 in book only.

Follow up: Do task 1 Ess. Eng page 54 in homework copy.

Level 3
Term 4
Week 4

Lesson Plan

Communication	Reading	Writing	Assessment
• Ending sound 'ie' • Silent consonants w, gh, c.	• Text "The fox and the grapes" • Structure exercise.	None	Yes

Level: 3
Day:

1. **Objectives:** To enable them to pronounce properly (**Ending sound le**).

2. **Function:** Practising pronunciation.

3. **Activity:** Gap filling and colouring.

4. **Material:** Worksheet (**Happy birthday!**). T = 4, W = 4, D = 1

---

5. **Procedure:**

a. **Words for drill.**
Write on the board.

middle purple stumble little

tumble turtle crumble bubble

b. **Worksheet** (Pair work).

- Do as directed in the worksheet.
- **Task 1.** Finding words for the gaps (candle, table, battle, turtle, rattle).
- **Task 2.** Colouring.

c. **Spy game** (revision)
(You say and the class guesses orally. Say each word many times).

- I spy a word which rhymes with **ear.**
- I spy a word which rhymes with **more.**
- I spy a word which rhymes with **Food.**

6. **Follow up.**
"Copy the words from the board and the worksheet in your H / work copy."

(Free writing------- 5 Min)

Level: 3
Day:

1. **Objectives:** To read and follow the events of the story.

2. **Skill:** Reading comprehension.

3. **Topic:** **'The Fox and the grapes'**

4. **Material:** Text page, Worksheet 'The Fox and the grapes'. W=4, D=2, T=4

---

5. **Procedure:**

a. Before reading
Talk about fruits and ask,

Which fruits are sweet in taste?

Which fruits are sour in taste?

Which fruits are sweet and sour?

- If they do not have clear idea about sour, then give example of lemon's taste.
- Prepare them to read a story of 'Fox and grapes'.

b. Reading
Worksheet (Pair work)

Task 1: Fast reading. Take feed back just after two minutes.

Task 2:

Task 3:

c. Peer checking and feed back follows each task.

6. **Follow up:**

Repeat Task – 3.

Level: 3

Day :

1. Objectives: 1. To enable them to read with fluency.
2. To use the words properly.

2. Skill: 1.Reading aloud. 2. Structure Practice.

3. Topic: 'The Fox and the Grapes'

4. Material: Worksheet (**structure**), Text Page. T = 4, W= 4, D=3

---

5. Procedure:

a. Read aloud. (15 – Minutes)

Use the text page of Day 3 (The Fox and the Grapes) and follow the suggested procedure.

b. Structure Practice. (20 minutes)

Worksheet

Task: 1

Task: 2

Task: 3

Peer checking and feedback follows each Task.

6. Follow up:

Choose any one Task from the worksheet.

(Free writing -------- 5 minutes)

Level: 3 Term: 4 Week: 4 Day: 4	Lesson plan	Communication

1. **Objectives:** To enable them to identify silent consonants in spelling.

2. **Function:** Pronouncing properly.

3. **Activity:** Identifying pictures for words.

4. **Material:** Worksheet (SH H H H H!), chart.

---

5. **Procedure:**

a. **Words for drill.**

k------know	knot	knee	knock
w------wrong	wrist	write	wrap
gh------right	fight	flight	bright
c-------scissors	scene	scent	

- Write these words on a chart. Use red colour for silent letters and black for others and display on the board for choral drill.

b. **Worksheet** (Pair work).

- Explain the task

c. **Class work copy.**

- Ask them to copy all the words from chart and worksheet and write them in alphabetical order.

d. Ess Eng p# 58 DO Task 2 in c.w copy.

6. **Follow up.**

Repeat task c.

Free writing --------- 5 Minutes.

Level 3 Term 4 Week 5	Lesson Plan

Communication	Reading	Writing	Assessment
• Memory game (introducing each other) • Silent letter "dge"	• Text "A new boy in class"	• Suffixes and prefixes. • Diary writing. • The daily and weekly cycle.	None

Level: 3

Day

1. **Objectives:** To read and understand.

2. **Skill:** Reading silently.

3. **Topic:** 'A New Boy in Class'

4. **Material:** Text page, worksheet (**A new boy....**) Take from w. sheet/di

5. **Procedure:** W = 5, D = 1, T = 4

a. Ask the following questions.

Is there any new boy/girl in the class?

Who was your first friend in this class?

Write the topic on the board.
Distribute text pages.
Talk about the picture of the text and ask few questions about it.

b. Worksheet

Task 1: (Fast reading)

Task 2.
Task 3.
Task 4.

Peer checking and feed back follows each task.

Note: If time allows, you can ask them to read aloud.

6. **Follow up:** Repeat Task – 3.

(Free writing----- 5 Minutes).

Level: 3
Day:

1. **Objective:** To practise listening and retaining information.

2. **Function:** Introducing each other

3. **Activity:** Memory game.

4. **Material:** Name cards.

T= 4 , W = 5 , D =2

5. **Procedure:**

a. Preparation.

Make the name cards. Write different names on the cards. Select those names which are not found in your class

Tell them that it's a listening and speaking class and they are going to play a memory game.

b. Memory game.

- Call five students and make them stand /sit in a semi circle in front of the class.
- Give them any five cards and ask them to hide from each other.
- First one introduces him /her self, saying: "I am Ahmad".
- The second child repeats the introduction of his / her fellow and then introduces him / herself --- saying,
  "He is Ahmad and I am Nafis".
- The third child follows in the same way, saying,
  "He is Ahmad, he is Nafis and I am ________".
- The activity moves on until the last child introduces all and him / herself as well.

C. Repeat the activity and add more students in the 2nd group .So the 3rd group will have ten members.

Further Practice.

- If time allows you can add more information on the cards--- such as,

  Ahmad
  Class 2.
- So the introduction line says,
  "He is Ahmad and he studies in class 2".
  (Every card should have a different class).

Level 3 Term 4 Week 5 Day 3	**Lesson Plan**

Objective: The learners will be able to know the use of suffix 'ful' and prefixes 'un' and 'dis'

Activity: Written work

Topic: Suffixes and prefixes (Ess page 52)

Material: Marker, board, Ess. Eng class work copy.

Presentation: Teacher will write the root word "help" on the board and will ask same way teacher will write some more root words and will ask students to add "ful" and tell them the concept of 'suffix'.

Now teacher will write 'un' and 'dis' on the board and will tell the concept of 'prefixes' Teacher will write some of the examples on the board.

Written work: Teacher will distribute the books and students will do task 2 (Prefixes) in the book only students will write task 1 (suffix) in class work copy.

Follow up: Do task 2 prefixes in the homework copy.

Level 3 Term 4 Week 5 Day 4	**Lesson Plan**

Objective: The learners will be able to write about their daily and weekly routine.

Material: Chart paper, colors pencils, pencil, board and maker.

Activity: Making daily and weekly cycle.

Warm up Q/Ans: Teacher will ask students some of the questions about daily and weekly routine.

- At what time you wake up in the morning?
- What you eat for breakfast?
- What you do at home when you go from school?
- What you do at the night time?
- Where you go at the weekend?

Activity: Teacher will distribute the chart paper to every student and will give them instructions how to write about the weekly and daily routine.

Feed back:

Follow up: Write in your homework copy what you do early in the morning.

Level: 3 Term: 4 Week: 5 Day: 5	Lesson plan	Communication

1. **Objectives:** To enable them to spell properly with silent letters (dge).
2. **Function:** Practising the spelling.
3. **Activity:** completion of a story and colouring.
4. **Material:** Worksheet (**Hodge—Podge Lodge**).

---

5. **Procedure:**

a. **Words for drill.**

badge hedge bridge

lodge judge fudge

- Explain that some letters remain silent in spelling.

b. **Worksheet.**

Explain the task.

c. **Rhyming game** (revision).

Divide your class into two teams and the groups will sit in pairs.
First pair says a word. Then the first pair of the second group
responds with a rhyming word. They keep on saying until one of them
cannot think of rhyming word and thus loses one point.
Then the loser begins the next round. You can take words on different sounds.
e.g.
Man--------- tan.
Sick--------- pick.
Wood------- good.
Give them more words if time allows.

6. **Follow up.**

Copy the sentences from the worksheet.

(Free writing----------- 5 Min).

Level 3
Term 4
Week 6

Lesson Plan

Communication	Reading	Writing	Assessment
None	• Text "The soup stone", Moving on.	• Starting points. 'Syllables' • 2nd form of verb (does it sound right) • Writing a conversation.	Yes

Level: 3

Day:

Objective: To read and understand the steps of the story.

Skill: Reading comprehension.

Topic: The soup stone

Material: Ess. Eng, pencil, board and marker.

Procedure:

Warm up: Talk with students about the soups. Elicit their names now ask students have you ever listened about the soup stone?
Tell them that today they are going to read about the story "The Soup Stone"

Reading Comprehension: Write the topic on the board and distribute Ess. Eng book page 56. Now students will do the reading in pairs.

Discussion: Now teacher will discuss about the story and about the difficult words.

Feed back: Now students will tell the story to teacher in their own words.

Level 3 Term 4 Week 6 Day 2	**Lesson Plan**

Objective: The learners will be able to write the complete sentences.

Material: Ess. Eng, class work copy, Pencil.

Activity: Completing the sentences.

Procedure:

Warm up Q/Ans: Teacher will ask few questions about the previous text the soup stone.

Task 1: Now students will ask the questions from "moving on" page 57 from students.

Task 2: Now teacher will ask orally about the "Starting points" and then will write them on the board. Students will copy in the Class work copy.

Level 3 Term 4 Week 6 Day 3	**Lesson Plan**

Objective: The learners will be able to describe the pictures can write the conversation.

Material: Ess. Eng, blank pages, pencil.

Activity: Describing the pictures and writing.

Procedure: Teacher will distribute the Ess. Eng and will ask to discuss in pairs about task 1 (What are they saying) Page 61.
Now ask students to see the pictures in task 2 (writing a conversation) and complete the dialogue.

Written work: Distribute the blank pages to the pairs and ask them to write the sentences on the pictures of task 1. Then ask them to complete the dialogue in task 2 and write on the blank pages.

Level: 3 **Lesson plan**
Term: 4 **writing**
Week: 6
Day: 4

1. **Objectives:** To enable them to use correct form of verb.

2. **Function:** Recognising the correct form of verb.

3. **Activity:** choose, correct and rewrite.

4. **Material:** Worksheet (**Does It Sound Right**).

---

5. Procedure:

a. Explain that verbs make their second form in different ways.

Some take ed ------ **walk / walked.**
Some change the form------ **know / knew.**
Some remain the same ----- **put / put.**

Ask some more verbs for each example.

b. Worksheet.

Explain each task properly one by one. take feed back at the end of each task.

Task 1. (Pair work).
Task 2. (Pair work).
Task 3. (Group work, with the group of three or four).

6. **Follow up.**
Repeat Task 3.

Writing practice page for free day.

Level 3
Term 4
Week 7

Lesson Plan

Communication	Reading	Writing	Assessment
• Listening (making words) • Digraph 'ph' & 'gh'	None	• Story writing [illegible] • Words with same sound. • Words that means same. • Words that look same.	None

Level: 3

Term: 4

Week: 7

Day: 1.

Objective:- The learners will be able to
- know the moral of the story
- know how to create a story with given outlines.

Activity:- Making a story.

Skill: Writing

story name:- The Angel and the wood-cutter.

Warm-up:- T will come in the class and will tell any story of her own about honesty. Then will ask SS to tell a story they know about honesty or they themselves did some honesty.

Preperation :. Prepare the class about writing a story.

Group Work:- Divide the class according to strength & T will write the outlines on the board and SS will make a story out of

Presentation: After completing the story every group will present it to the whole class.

Outlines :- wood-cutter – loses axe – water. cries for help. An angel appears – drives in water brings out a golden then a silver axe – wood cutter refuses both – brings out his own made axe of iron. takes it. Also receives the other two as a gift.

Written. W – SS will write the story in Eng C.W co

P. T. O

Story :- An Angel and the wood-cutter

Once a woodcutter was cutting down a tree on the bank of a river. His axe slipped out of his hand and fell into the water. He began to cry as he was so poor. An Angel appeared on the scene. The wood-cutter asked for his help. The Angel died into the river and came out with a golden axe. But the wood-cutter refused to take it. Then Angel took out silver axe but this too was refused. Angel dived for third time and brought an iron axe. Wood-cutter accepted it happily. Angel was please with his honesty and gave him the other two axes as a reward.

Moral. Honesty is the best policy.

Level: 3 Term: 4 Week: 7 Day: 2	Lesson plan	Communication

1. **Objective:** To help the learners to become good spellers.
   To listen and follow.
2. **Function:** Learning the spellings and making words.
3. **Activity:** Words generating.
4. **Material:** Worksheet (**Making Words**).

---

5. **Procedure:**

a. Prepare your class for listening and ask them to follow what they are going to listen. This is a word making class and they are going to generate more and more words as the teacher says.

Worksheet

- Write it on the board in bold letters and explain.
  "You will have the vowel letter---a--- and the consonant letters---
  c , h , k , m , r , s , t ".
- Distribute worksheets and ask them to follow the listening text. Say each sentence two times and say it properly and clearly. When you reach at the last target word, give your students a minute to think and ask them to guess.

Listening text.

- **Take two letters and make ...at.**
- **Add a letter to make the three-letter word ... art.**
- **Change the letters around and turn art into ... Tar.**
- **Now change just one first letter and ...Tar can become... car.**
- **Now we are going to make some four –letter words. Hold up your fingers. Add up your fingers. Add one letter to ... car and you have... cart.**
- **Change the last letter and you can change ...cart into ...cars. Instead of one ... car you now have a number of ... cars.**
- **Don't take any letters out, change the letters around and you can make ...cars into ... scar.**
- **Change one letter and you can change... scar into... star.**

Start again.

- **Now take all the letters out and write the starting word again which is a two letter word ---- at.**
- **Take't' away and add a letter to spell ... an (an elephant).**
- **Add a letter to ... an, just to spell ... ant.**
- **Use the same letters you used for ... ant but move them around to spell them ... tan.**
- **Now add just the one letter in the last and you can spell ... tank.**
- **Its time for secret word. Don't touch the letter in tank , but add the–h-- in some where, and you will have it .This is a word you say when someone gives you something. It begins with Th sound ---------- Thank you.**
    - **Peer checking.**
    - **Feedback.**

Free writing ------5 minutes

Level: 3 Term: 4 Week: 7 Day: 3	Lesson plan	Communication

1. **Objectives:** To enable them to learn speech pattern of diagraph Ph—gh.

2. **Function:** Practising pronunciation.

3. **Activity:** Filling the gap and matching.

4. **Material:** Worksheet (**Photo Fun**).

---

5. **Procedure:**

a. **Words for drill.**

ph **photo** **trophy** **phone** **elephant**

gh **cough** **tough** **enough** **laugh**

- Explain that sometimes combination of two letters give a new different sound which is called ------ **Diagraph.**

b. **Worksheet** (Pair work).

- **Task1.** Explain the task properly.
- **Task2.** Ask them to write sentences using these words of the worksheet. Write in your C / work copy.

6. **Follow up.**
Repeat task 2.

Free writing --------- 5 Min

Level 3 Term 4 Week 7 Day 4 & 5	Lesson Plan

Objective: The learners will be able to know that same sound words have different meanings, and different words also have same meanings.

Material: Ess. Eng book, Class work copy, board, pencil.

Activity: Written work

Procedure:

- Teacher will ask any of the student to sing any poem. Now teacher will ask students did you hear the poem.
- Teacher will write the word "hear" on the board and will ask for the meaning.
- Teacher will put the pencil on the table and will ask students where the pencil is. Now she will write (here) on the board and will explain the concept.
- In the same way teacher will write the words from task 2 (Words that sound the same) page 53 and will explain the task to them.

Task 2: Write the word "unhappy" on the board and ask students to give word that has the same meaning as "unhappy" and will do orally task 2.

Written work: Teacher will write task 1 on the board and students will copy in class copy students will do task 2 in the book only.

Follow up: Do task 2 page 53 words that mean the same in home work copy.

W.7 . Day: 5
Do Task 3 Ess p# 53 in C.W copies

Level 3
Term 4
Week 8

Lesson Plan

Communication	Reading	Writing	Assessment
• Sound of 'ou' and 'ow' • Dialogue practice (phone conversation)	• Text "Grass snakes" • Text "The fir tree"	None	Yes

Level: 3 Term: 4 Week: 8 Day: 1	**Lesson plan**	**Communication**

1. **Objectives:** To enable them to pronounce the sounds of Diphthongs **Ou--- Ow.**

2. **Function:** Practising the sounds in pronunciation.

3. **Activity:** Crossword puzzle.

4. **Material:** Worksheet (**Check It Out**).

----

5. **Procedure:**

a. Write the following words on the board with their diphthongs.
Words for drill.

ow	**down**	**brown**	**owl**	**crowd**	**cow**
ou	**south**	**found**	**round**	**house**	**mouse**

- Explain that dipthong is a combination of two different vowel sounds.

b. **Worksheet** (Group work).

- Make them sit in a group of three or four and do the task.
- Explain properly on the board how the words are spelt in cross and down.
- Peer checking and feed back.

6. **Follow up.**

- Copy the sentences from the worksheet.

(Free writing ---------- 5 Min).

Level: 3 Term: 4 Week: 8 Day: 2	**Lesson Plan**	**Communication**

1. **Objective:** To enable them to begin phone conversation with friends.

2. **Function:** Beginning a phone conversation.

3. **Activity:** Dialogue practice.

4. **Material:** Flash cards, chart.

---

5. **Procedure:**

a. First ask from them how they take start when they talk with their friends on phone.

b. Maria: Hello
karim: Hi Maria. This is karim.

Maria: oh! Hi karim. How are you?
Karim: Fine,and you?

Maria: I am fine .what are you doing?
Karim: I am helping my mother in the kitchen. What about you?

Maria: I was cleaning my bookshelf.

- Write the above dialogue on the chart and display it on the board.
- Write the dialogues of each person on a separate sheet of card paper.
- Use these sheets or flash cards in dialogue practice.

c. Dialogue Practice.

Follow the suggested procedure.

- Pronouncing of the dialogues by the teachers.
- Teacher and the student (class).
- Students and the teacher.
- Students and students (in two groups).
- Rope—play (student and student).

Further practice.

Use following cues for further role-play. Write them on the board.

- **Razi /watching Television.**
- **Usman / playing video game.**
- **Nasreen/ reading a story book.**
- **Shona / eating breakfast.**
- **Tania/ colouring a picture.**

Free writing ------ 5 minutes.

Level: 3 Term: 4 Week: 3 Day: 3	**Reading**

1. **Objectives:** To read and understand.

2. **Skill:** Reading comprehension

3. **Topic:** **Grass Snakes.**

4. **Material:** Worksheet, Text page (**Grass Snakes**). Take from w. sheet / d

5. **Procedure:**

a. Ask them to read what they are going to read.

> **" This is not a man , not a place, not a plant but it is an animal. It lives in jungle, in deserts ,in rivers and even in lawns and gardens and also on the hills".**

Ask them to guess if they do not say the following.

> **" It cannot walk. It creeps. When it moves, it moves like waves. It is very dangerous. When it bites one can die".**

b. Text page:
Write the topic on the board. Ask them to look at the text page and find two very important things about the snake from each paragraph.

c. Worksheet:

Task 1:
Task 2:
Task 3:
Explain the task properly take feedback after the completion of each task.

6. **Follow up:**

Repeat Task 3.

Level: 3
Term: 4
Week: 8
Day: 4

Lesson Plan

Reading

1. **Objectives:** To read and follow the events of a story.

2. **Skill:** Reading comprehension

3. **Topic:** The Fir Tree

4. **Material:** Text page, Worksheet (**The Fir Tree**)

---

5. **Procedure:**

a. **Warm up:**

- Talk about trees and ask the following questions.

  - Do trees have leaves alike?
  - What shapes do they have?

- Ask them to go out side and bring few leaves which have different shapes.

- Tell them that there are some trees which have pointed, stiff, hard and thick leaves. These trees are found on the hill and the trees are cone – shaped. They are called Fir trees. (Draw the shape)

b. **Reading Comprehension**

Write the topic on the board and distribute text pages.

Task 1: (Fast Reading) Explain the task and give examples of an adjective word

Task 2:

Task 3:

Task 4:

Feed back and peer checking follows each task.

6. **Follow up:**

Repeat Task – 4.